

Prekindergarten Education Checklist

Purpose: This checklist is to be used by school districts and their partners to verify that they are operating in compliance with the specifics of Act 62 and the prekindergarten education (pre-K) rules. The checklist is divided into three sections: (1) school district responsibilities; (2) school-community partnerships with licensed center programs, or registered or licensed home-based programs; and (3) district operated pre-K programs.

I. Responsibilities of All School Districts that Offer Prekindergarten (Pre-k) Education:

- ☐ In early spring, advertise that publicly funded pre-K is available.
- ☐ Establish a nondiscriminatory process if more children are interested in participating in pre-K than the district's cap or capacity.
- ☐ Work with partners (if applicable) to select which pre-K assessment tool* will be used, ensure all staff are trained to use the assessment, and make arrangements for its implementation.
- ☐ Ensure all pre-K programs use curricula aligned with the Vermont Early Learning Standards (VELS).
- ☐ Track pre-K enrollment and report it accurately on the district's school census.
- ☐ Maintain all required financial records.
- ☐ Conduct a community needs assessment prior to expanding the existing pre-K program if the proposed increase will require an additional classroom, contract, or teacher.

II. School-Community Partnerships

- ☐ The district has a signed contract with each community partner; each partner and/or home-based provider has agreed to the terms of the contract which must reflect the responsibilities specified in the pre-K rules.
- ☐ The district and its partners have negotiated and agreed upon compensation for providing pre-K. Providers may only charge parents the difference between the actual cost of the program (as per the required template), and the amount the district pays the provider.
- ☐ Each partner meets one of the following: (a) is nationally accredited, (b) has 4 or 5 STARS with at least 2 points in each arena, or (c) has 3 STARS with a plan for obtaining 4 STARS that has been approved by the commissioners of the department of education (DOE) and the department for children and families (DCF).
- ☐ Partners that are licensed centers have at least 1 licensed early childhood (ECE) or early childhood special educator (ECSE) present while the pre-K is in session.
- ☐ Partners that are registered or licensed home-based providers are licensed as a ECE or ECSE, or have at least 3 hours of supervision per week from a licensed ECE or ECSE.
- ☐ All partners assess pre-K children's progress using the agreed upon assessment tool appropriately, and report progress to the district annually.
- ☐ All partners provide the district with required financial reports.

III. School District Operated Pre-K Programs:

- ☐ All classroom teachers are licensed in ECE or ECSE.
- ☐ Each pre-K classroom is licensed by DCF, and meets one of the following quality standards: (a) is nationally accredited, (b) has 4 or 5 STARS with at least 2 points in each arena, or (c) has 3 STARS with a plan for obtaining 4 STARS that has been approved by the DOE and DCF commissioners.
- ☐ The teaching staff assesses pre-K children's progress using the agreed upon assessment tool appropriately, and reports progress annually.

*Approved pre-K rules assessment tools:

- Creative Curriculum Developmental Continuum®
- The Work Sampling System®